Norton Primary School

Behaviour policy and statement of behaviour principles

Approved by:	Jane Farren	Date: 7th September 2021
Last reviewed on:	September 2021	
Next review due by:	September 2023	

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1. Aims

This policy aims to:

> Provide a consistent approach to behaviour management

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

> Outline how pupils are expected to behave in our school

> Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

> Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

> Behaviour and discipline in schools

> Searching, screening and confiscation at school

> The Equality Act 2010

> Keeping Children Safe in Education

> Use of reasonable force in schools

> Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

> Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

> Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

> DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

> Disruption in lessons, in corridors between lessons, and at break and lunchtimes

> Behaviour which contradicts our school vision

Serious misbehaviour is defined as:

> Repeated breaches of the school rules

> Any form of bullying

- Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

> Vandalism

> Theft

> Fighting

> Smoking

> Racist, sexist, homophobic or discriminatory behaviour

> Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- Fireworks

- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

> Deliberately hurtful

> Repeated, often over a period of time

> Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: - Racial - Faith-based - Gendered (sexist) - Homophobic/biphobic - Transphobic - Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

5. Roles and responsibilities

5.1 The governing board

The Ethos committee is responsible for reviewing and approving the written statement of behaviour principles (school vision).

The Ethos and Compliance Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

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5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Ethos and Compliance Committee, giving due consideration to the school's statement of behaviour principles (school vision). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

> Implementing the behaviour policy consistently

> Modelling positive behaviour

> Providing a personalised approach to the specific behavioural needs of particular pupils

> Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

> Support their child in adhering to pupil code of conduct

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

> Behave in an orderly and self-controlled way

> Show respect to members of staff and each other

> In class, make it possible for all pupils to learn

> Treat the school buildings and school property with respect

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

> Praise

> Face to face conversations or phone calls home to parents

> House (linked to School Vision) or Dojo (Desirable Learning Behaviours) points

The school may use one or more of the following sanctions in response to unacceptable behaviour:

> A verbal reprimand

> Referring the pupil to a senior member of staff

> Face to face conversations or phone calls home to parents

> Agreeing a behaviour contract

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

> Proportionate

> Considered

> Supportive

> Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

> Responding to a report

> Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally

- Refer to early help

- Refer to children's social care

- Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.3 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the

pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

Our behaviour management philosophy is set out in our school vision:

Strive: that our children lead happy and fulfilled lives through seeing the best in others and in themselves; they are resilient, forward looking and appreciative

Think: that our children have the essential knowledge, skills and behaviours to guarantee that they thrive in modern Britain; the wisdom to preserve the beauty of our planet; the wisdom to make informed, positive decisions

Act: that our children celebrate differences and value everyone in our Norton family and wider community; they celebrate belonging to a local, national and international community and they expect inclusion

Respect: our children know that everyone has the right to be themselves. Norton is a place where everyone can feel safe, be happy and learn. Everyone at our school is equal and acts with respect and kindness towards each other. Our children respect themselves and are proud to be part of an inclusive school.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

> Create and maintain a stimulating environment that encourages pupils to be engaged

> Display the pupil code of conduct or their own classroom rules

> Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons

- Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh

- Having a plan for dealing with low-level disruption

- Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

> Causing disorder

> Hurting themselves or others

> Damaging property

Incidents of physical restraint must:

> **Always be used as a last resort**
> Be applied using the minimum amount of force and for the minimum amount of time possible
> Be used in a way that maintains the safety and dignity of all concerned
> Never be used as a form of punishment
> Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Ethos and Compliance Committee annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

> Exclusions policy

> Child protection and safeguarding policy

Appendix 1

When we behave well or if we do very good work:

- Dojo points will be awarded for showing behaviors that help us learn.
- House points will be awarded for demonstrating our School Values in our actions.
- Stickers will be given to celebrate effort and promote pride.
- Sharing assembly will celebrate good work and attitudes.

If we do not behave well and do not try our best, an adult will:

- Talk to us about why.
- Explore with us how to improve our behavior.
- We may be asked to discuss the situation with another member of staff.

If our behavior doesn't improve:
- An adult at home will be contacted.
- A behavior contract may be given.

If we are Norton Stars everyone will be happy!
Following out STAR vision helps us remember how to work hard and behave brilliantly!

Strive Think Act Respect Shine

Our Charter

We agree to be ready to learn:

- **Strive:** We know to listen carefully. We know our teacher will not talk for too long so that we can keep focused on meeting our targets and reaching our goals. We work hard when we talk with our talking partner/group.

- **Think:** We use the quiet times our teacher gives us to think carefully about what we do and what we say. We know that we are all responsible for what we do and say.

- **Act:** Talking to our teacher or other adults in school helps us feel safe. We feel confident about asking for advice or telling someone if we have a problem. We listen to our friends and offer help and solutions to them when we can.

- **Respect:** Our class is a team and every member is important. We are proud of our school; we are loyal. We care for each other and we understand that we are all different and have different families and homes. We value ourselves as well as others. We choose our words carefully.

- **Shine:** We are proud of our school and know that we all play a part to make it even stronger. We are aware of people who live in Norton, we want to make sure that our school helps them. We celebrate our successes and our STARS vision. We enjoy learning and we love to shine!
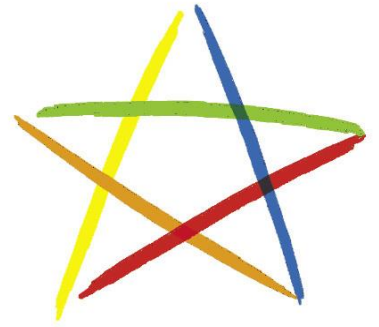
Strive Think Act Respect Shine

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: behaviour log

PUPIL'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	